**NARA ReMIS**

**Course Assessment**

**[Date]**

Course Information

* Course Name:

* Short Name:

* Course Owner:

* Course Created:

* Target Audience:

* Date of Assessment:

Course Assessment

Overview and Introduction

* Participants are introduced to the purpose of the course.
	+ Feedback:
* Prerequisite background knowledge in the discipline and/or any required competencies are clearly presented at the start of the class.
	+ Feedback:
* Instructions are clear on how to find supplemental course material if not located in the course itself (e.g., a reference tab, downloadable links, job aid).
	+ Feedback:
* Office and/or agency policies with which the participant is expected to comply are clearly stated.
	+ Feedback:
* Minimum technology skills expected of the student are clearly stated if the use of technology is incorporated in the course.
	+ Feedback:

Course Objectives (Competencies / Expected Behavior)

* The course learning objectives describe outcomes that are observable and measurable.
	+ Feedback:
* The module/unit learning objectives describe outcomes that are measurable and consistent with the objectives.
	+ Feedback:
* All learning objectives are clearly written and presented to the learner.
	+ Feedback:
* Instructions to participants on how to meet the objectives are adequate and stated clearly.
	+ Feedback:
* The supporting objectives are aligned with the objectives.
	+ Feedback:

Learning Environment

* Instructor was prepared with the course material.
	+ Feedback:
* Materials allow for reflection of participants’ understanding.
	+ Feedback:
* The course provides an opportunity for social learning. (e.g. group discussions)
	+ Feedback:
* Participants engage in authentic tasks of material content in records management.
	+ Feedback:

Evaluation and Measurement

* The course standard for successful completion is stated clearly.
	+ Feedback:
* Course evaluation is available and accessible to participants upon course completion.
	+ Feedback:
* Course evaluation form is learner-centric, with statements constructed from the learner’s perspective that are designed to be completed quickly and easily.
	+ Feedback:
* The course evaluation and student assessments have clear and concise directions.
	+ Feedback:
* Student assessments are used to measure the stated learning objectives that are consistent with course activities and resources.
	+ Feedback:
* Student assessment instruments are sequenced, varied, and appropriate to the student work being assessed.
	+ Feedback:
* Specific and descriptive criteria are provided for the assessment of students’ work and participation, which is tied to the course standard for successful completion.
	+ Feedback:
* Participants have multiple opportunities to measure their own learning progress.
	+ Feedback:
* Participants receive feedback on all course activities they engage in.
	+ Feedback:

Instructional Materials

* The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.
	+ Feedback:
* The instructional materials are current and aligned to policies and regulations.
	+ Feedback:
* The instructional materials such as jobs aids, participant guides or manuals are concise and relevant to the course objectives.
	+ Feedback:
* The instructional materials used are in plain language (easy to read and use).
	+ Feedback:
* The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained to the student.
	+ Feedback:
* All resources and materials used in the course are appropriately cited and proper copyright regulations are adhered to.
	+ Feedback:
* The distinction between required and optional materials is clearly explained.
	+ Feedback:

Learner Interaction and Engagement

* The learning activities promote the achievement of the stated course objectives.
	+ Feedback:
* Course activities provide opportunities for interaction that support active learning.
	+ Feedback:
* The directions for interaction are clearly articulated.
	+ Feedback:
* The course activities are learner centric.
	+ Feedback:

Course Technology

* Course tools and media support the course learning objectives.
	+ Feedback:
* Course tools and media support learner engagement.
	+ Feedback:
* The use of technology enhances the learning experience.
	+ Feedback:

Learner Support

* Agency’s accessibility policies and services are provided if needed.
	+ Feedback:
* Course provides further information or instructions on supplementary topics.
	+ Feedback:

Accessibility

* The course employs accessible technologies and provides guidance on how to obtain accommodation if needed.
	+ Feedback:
* The course shows evidence of being accessible.
	+ Feedback:
* The course design minimizes distractions.
	+ Feedback:
* The course design accommodates the use of assistive technologies.
	+ Feedback: